Guidelines for Earning Points on the Unit Report

(This edition updates the Guidelines published in the Unit 3 service learning resources found at the beginning of the Instructor Manual. Please refer to those resource pages for examples of forms and further explanations).

The steps that must be included are itemized below. Note: To receive credit the steps must take place in a minimum of one class and involve at least **15 cadets**. All of the cadets can, but do not need to, physically perform the service. Their duties can be divided into preparation for the service or follow up activities. They all must participate in the class. The reason for the class size is that service learning is a learning strategy that requires group work. The class must be large enough to support group work. For some instructors this means that you will need to have LET 1's or LET 2's become involved. The following guidelines are intended to provide additional information/assistance. The information follows the required checklist. For information on how to carry out a service learning project please see the instructor manuals and student texts in **Unit 3, Foundations for Success, Chapter 6.**

1. Have students completed the skills mapping inventory before and after a project or a cluster of projects to evaluate the students' progress in the 11 (or 5 if you use the skills survey) personal skills?

(This pre and post assessment only needs to be done once in a year. The skills map is available in a short and long version on the Success Profiler CD.   A lesson on the skills map is located in Unit 3, Chapter 1, Lesson 3. The purpose of using the skills map here is to measure students' skill levels before beginning the service (e.g. you may want to partner cadets with low results in an area with another cadet with higher skill levels in that area). You may also want to use the results to help you determine who may not have the necessary skill levels yet to participate in some direct service activities. At the end of the service you will have an indication of whether or not these activities improved the students' personal skills. You will be able to develop a plan to continue improvement throughout the JROTC experience. The skills maps should be given only once in the year at the beginning of and the culmination of one activity, or at the end of the semester or the year, as long as they are given at such a time as to reflect student participation in service type activities. The short version (42 items) is easily skewed so you may want to give the long version at least to the cadets whose results do not seem to portray a realistic picture.

2. Have students established and used a "Learning Log" throughout the project?

  A Learning Log is merely a record of observations, thoughts, and feelings the students keep as they go through the project(s).

3. Have you used authorized materials and processes to execute the project?

(See the language in CC 145-8). You can use any material from your curriculum as the academic portion of the service learning. Please see Unit 3 Chapter 6 for information on those portions of the curriculum that lend themselves well to service learning. Remember, having your students participate in an activity related to the curriculum (like a cadet ride) is not enough - cadets must perform a related service as well.

4. Have you spent the required amount of time on the project (10 45-50 or 5 80 - 90 minute teaching sessions plus time for required activities and project completion?

If you allow cadets to chose a project connected with core curriculum the classroom time you spend can be counted as required time. Combine the service project with time you might spend in community service activities and it will not take a lot of time out of your schedule. Service Learning is a teaching strategy that you incorporate into what you are already doing!

5. Were the required discussion points followed?

Since service learning is a teaching strategy, questions that prompt critical and creative thinking and promote learning need to be asked. For example:

1. What is the purpose and goals of this service experience? Why is it important to you?
2. Why is this particular project necessary? What has made it necessary?
3. What skills or knowledge do you think you might need for this service experience?
4. What are some ways this service experience will help us be a positive influence on others?
5. How might the service experience have a positive influence on this class?
6. What problems might occur as we carry out this project?
7. How could we avoid or handle the problems that might occur?
8. What are some things we might learn from the service experience?

6. Did students spend at least one additional class period in the exploratory project?

Introduce students to a service experience (take them to a nearby hospital, extended care facility, memorial, etc. if possible or provide an experience in the classroom using guest speakers, videos, internet experiences, etc). If it is logistically possible, an actual direct service experience (on-site with people who will directly benefit from their contribution) is best, however, the key is to find an experience that will be emotionally meaningful to the students so they understand that they can make a difference. Tell them what their exploratory experience will be and why you chose it. Point out that in the near future **they** will be able to select other experiences. Have students develop research topics and complete a summary of potential projects that are relative to the subject and of interest to them. Have students brainstorm what makes a good service-learning experience. You may choose to invite a guest speaker who will play a role in the project to come into the class at this point. After the speaker leaves, discuss the upcoming project with the students. Students will spend at least one class period participating in this exploratory project. Have students brainstorm what makes a good service learning experience. Here is a checklist they can use:

1. Addresses a real and important local, national, or worldwide need.
2. Is not already being addressed by another group.
3. Is interesting and challenging.
4. Connects teenagers to their neighborhood and the adults who live there.
5. Brings teenagers into arenas where they must develop new skills, attitudes, and knowledge.
6. Requires little or no money.
7. Can be achieved within the time available.
8. Has a positive effect on the lives of others.

7. Did students participate in selecting the service performed?

The reason for the exploratory project is to generate some desire to contribute to a cause. You may already have a direction that you want to go or need to go because of logistics/ongoing projects, etc. You need to do your best to generate student buy in. The best way to do that is by letting them select the service within the parameters that you can allow.

8. Was an extensive after action review (reflection phase) followed? Were the steps for skills based instruction (observation, analysis, integration) followed?

Lead students in a discussion of their performance as individuals and as a class on the service project. Use the steps for skills based instruction (Observation, Analysis, Integration).

9. Did students complete a project summary report?

10. Did students brief their experience to classmates, community members, supporting community organization members, PTA, school administrators, Brigade/Region evaluators/visitors, etc.

11. Did you perform an analysis based on the pre and post skills bank assessments and identify areas where improvements were made and that still require work? Do you have a plan to improve those areas (match mentors and mentees, further activities, etc.).

Give students the skills map assessment. Note improvements, areas that still require work, etc.

12. Were similar steps used regardless of the programs chosen?

All programs will use the same similar steps, learning logs, group evaluations, exercises, etc.

13. Was all teaching student centered - very limited lecture with students working in groups. Was the group evaluation form completed?

See Instructor Manual service learning resources or Unit 3, Chapter 6, Lesson 1 for the evaluation form to be used in all projects. You can also use the individual and group rating forms found in Unit 6, Chapter 1 for cadets to further evaluate their groups and their work within the groups.

14. If credit for more than one project is expected, was there an ongoing effort that included teaching additional lessons from the authorized material?

In order to receive credit for more than one project beyond the required 25 points, an ongoing effort that includes teaching additional lessons or different areas of the curriculum must be used. To receive points for an additional project you cannot just keep repeating the same lessons from any program in the same year even if it is with different classes. If you do not have an ongoing project with sequential, relevant lessons you will need to use a different area of the curriculum to earn credit for more than one project.

15. Was a Unit Roll-Up America's Promise Report completed and submitted? (Most Brigades collect this report at other times).

Ideas for generic or on-going projects include support of a local project, support of a different aspect of the curriculum, etc. One such program is Winning Colors (Elementary cards are available by calling Stefan Neilson at (425) 672-8222 or e-mail at winningcolors@mindspring.com or going to the Winning Colors web page, www.winningcolors.com). You may consider training cadets to teach Math and Science modules at camp. A part of the service would be to ask them to develop a plan to incorporate math and science into the fabric of the camp (e.g. develop competitive criteria to make it a part of the best company/platoon evaluation and then to teach it and orchestrate it). You may learn the history of and the purpose of a local event and plan and execute support of the event or learn about a disease, support its research and help in its prevention effort - support a local or national drive such as the National Cancer Society. Kiwanas Clubs support "K Knight" elementary leadership

programs that offer an excellent service opportunity. A model can be found at Barron Elementary School where cadets from Bethel High School in Hampton, VA teach an after-school class on the flag, Winning Colors, and drill one day every other week for 6 weeks.

Ideas for projects and further explanation about particular programs can be found on several web pages: www.servenet.org , www.quest.edu, www.nefe.org, www.jobshadow.org, www.chiefjustice.com, www.intellearn.org, and www.youthepeople.com. Also check the Character Education Partnership web site: http://www.character.org/   Service learning is one of the 11 principles of Character Education. Your projects can help you to define your program as a character education program. **Ideas of how to develop service learning from the curriculum are located in Unit 3, Chapter 1 and dispersed throughout the Instructor Manuals under specific subject areas.**